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ABSTRACT

This manual makes a case for cooperative (as opposed to competitive) play among disabled and nondisabled children. Part 1, which concerns the philosophy involved, discusses the rationale for cooperative games, the importance of play, cooperative games as an alternative, components of cooperative games, structure of cooperative games, and cooperative games and integrated settings. Part 2 presents guidelines for planning game sessions, selecting games, and leading games, followed by brief descriptions of 44 introductory, movement, parachute, and active games. Appendices provide lists of resources for cooperative sports and games; resources for cooperative learning; sources for equipment; and a paper on play, disability, and development. Twenty-four references are listed. (CB)

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Play for Play's Sake—

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REVISED EDITION

Cooperative games as a strategy for integration

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National Physical Activity Week

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PLAY FOR PLAY'S SAKE

Cooperative games as a strategy for integration

Revised Edition

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Toronto, Ontario
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PREFACE

This manual has been entitled Play for Play's Sake for a number of reasons. The first reason is that too often we lose sight of why we play, as well as the importance of play in our lives. We need to start re-evaluating what motivates us to play and what benefits we derive from our play experiences. More simply, we need to start "playing for play's sake." After all, the beauty of play is that it allows us to interact freely with our friends and to develop ourselves and our skills in a non-threatening and fun environment.

The second reason is that as recreation providers and parents, we need to ensure that viable alternatives to competitive play structures exist. We also need to ensure that these alternatives are able to offer enough challenge and enjoyment to people to make them meaningful. We need to start providing alternatives that promote a sharing and accepting environment where all children, handicapped and non-handicapped, can play and learn together.

Cooperative games and cooperative play environments provide this kind of alternative. They are based on a refreshing new philosophy, that says there is value in "Play for Play's Sake." These games were developed to challenge traditional views of why we play and suggest that we all derive benefit from interacting in a cooperative rather than a competitive setting.

PLAY FOR PLAY'S SAKE

PART ONE: PHILOSOPHY

Why Cooperative Games?

Society as a whole has begun to question the traditional approaches used to meet the needs of persons with disabilities. Services to handicapped persons have usually been segregated and have effectively limited opportunities for participation in the community. There is now a widely-accepted belief that persons with a disability have every right to participate in their communities as much as possible and with as much support as necessary. This belief is based on the premise that everyone is a developing human being and therefore should be treated with respect and dignity and given equal opportunities. As a result, there has been a general trend toward providing integrated services for disabled persons within the community that are based on individual needs and the principle of normalization.

Normalization has been described by Wolfensberger (1972) as:

- Both a process and goal.
- It involves all of what we do and say in our interaction with handicapped persons.
- The "process" relates to how we treat and work with handicapped persons.
- The "goal" is to enable handicapped people to live and appear in a way which distinguishes them as little as possible from the rest of society. Normalization implies selecting methods that are as close as possible to typical ways of doing things. It does not imply making the handicapped persons "normal," but rather giving them every opportunity to fit into society (Alberta Dept. of Recreation, 1982).

In recognition of this general trend, recreation services providers have begun to make programs and services available to everyone in the community. They have started to ensure that persons with disabilities have equal access to programs and that they are given the support they need in order to participate in these programs with their non-handicapped peers. This is all part of an attempt to help handicapped persons choose a more active leisure lifestyle and at the same time help them to be less dependent on segregated recreational services and be more a part of the community. By taking this approach to service delivery, recreation providers have started to respond to individuals and their needs rather than dealing only with groups of people.

While there is a steadily increasing movement toward providing integrated recreation services as opposed to segregated services, integrated services are still characterized by their developmental infancy and relative "newness." Our past experience in providing integrated recreation settings has been somewhat limited. We are only now beginning to understand what hampers and what enhances the process of integration.

As more and more people integrate play environments, we realize that the traditional approaches to providing structured play opportunities for children are less than ideal. In fact, we have some concern that settings that are traditionally competitive in nature may do more harm than good in nurturing the integration process.

It has been said that games are a reflection of the predominant values and practices of a society. If this is true, then our children's games reflect the same kind of "win at all costs" philosophy that pervades our post-industrialized society.

> What has happened to our games? They have become marred by destructive competition, destructive aggression, sadistic rivalry, dehumanization, fear of failure, feelings of rejection, cuts, drop-outs, wounded self-concepts, a lack of fun and a loss of love for activity. Our children have become casualties to our competitive insanity (Sutton, 1978).

Today, as adults that provide structured play opportunities for children, we reinforce this competitive attitude by providing only competitive structures and teaching only competitive games to our children. More often than not these games involve a win-lose outcome for children. What this means to children is that only a few of them will be able to fully escape the feelings that accompany the fear of failure and the fear of not measuring up. A feeling of failure is built in to the game for at least a few of the participants. "A basic structural problem exists in most present day games due to the fact that two or more people or teams are basing their feelings of success and adequacy upon something which only one can have -- the scoreboard victory" (Orlick, 1978).

There are presently few if any real alternatives to competitive games in educational and recreational settings. This is unfortunate since more and more children are choosing not to play competitive games and therefore are left with few alternatives. By not providing alternatives we perpetuate the problem of inactivity and "spectatoritis."

"In North America it is not uncommon to lose from 80 to 90 percent of the registered organized sports participants by 15 years of age or earlier" (Orlick, 1978). The high level of drop-outs in sports and physical activity have

prompted people to look for alternative play structures and opportunities for all children.

Terry Orlick, a professor at the University of Ottawa has been doing research for some time on the benefits of teaching children how to play cooperative games as opposed to competitive games. While the philosophy of cooperative games is not entirely new and has been borrowed from more ancient cultures, the research he has done in this area is new. Orlick (1978) believes that opportunities for cooperative social interaction must be "nurtured rather than destroyed." He says that for "fun to flourish, the imprisoning chains of the fear of failure need to be removed" and be replaced with feelings of acceptance, cooperation, mutual assistance, and positive interaction.

Terry Orlick has taken the fundamental philosophy behind cooperative games and developed games that can easily be adapted to today's society. As the leader of the Cooperative Games movement across Canada he has been instrumental in making cooperative games a viable alternative.

It is because cooperative games focus on setting the tone for developing a positive sense of self and others that we feel they are appropriate for integrated recreation settings.

In a study done by Hutchison and Lord on the major barriers to integration, they cited inadequate leadership and inappropriate programs as major obstacles to integration. Their major criticisms of integrated programming were that they were "competitive, formal and skill oriented, instead of developmental and humanistic, allowing all persons to participate at their own level" (Hutchison and Lord, 1979).

In order to facilitate integration, it is important that play providers be able to create an accepting and supportive environment where children feel free to interact and to play with one another. The environment should be one where all children, regardless of their skill level, are encouraged to participate to the best of their ability. It should be an environment that is fun and motivating and that permits each child to develop within his or her own growth and development patterns. The environment should not be one that puts undue stress on skill level or on negatively-valued differences.

To create this kind of accepting play environment for children, it is important that play providers know what they are capable of influencing in the play environment. The play provider controls the environment by structuring games and activities and teaching what is appropriate and acceptable behaviour within the group. Due to the nature of competitive games, it is difficult to

create an accepting, supportive environment because the play provider is always being put in the position of accentuating differences and producing winners and losers. By playing cooperative games and structuring cooperative activities, the play provider increases interdependence and interaction between participants. This helps the integration process by increasing the level of social interaction and de-emphasizing individual differences. Both of these factors help to create an accepting and sharing environment.

Orlick believes that "cooperative games may be of particular significance to children who are shy or withdrawn, who lack self-confidence, who feel insecure, who don't feel liked, who have inadequate social skills, who have not learned to respond in a friendly manner, or who are reluctant to approach problems or people" (Orlick, 1978). While this may be especially pertinent to disabled children who have been deprived of past opportunites to learn appropriate social skills, it is just as relevant to other children.

Cooperative games enable play providers to facilitate positive social interaction by having children share common goals. They help children learn positive things about themselves and their playmates because the fear of failure has been removed and children feel freer to express themselves and to share in the fun.

It is important to re-examine what we hope that our children will learn through their play experiences. We need to ask ourselves what values we reinforce in the games we teach children. Is it our intention to teach children that having fun is not the primary objective in the games that they play or do we intend to teach them that the most important thing is that everyone be involved in the game and have fun? It seems certain that children learn a great deal about themselves during play experiences. It is critical that they learn positive things about themselves and their abilities.

The Importance of Play

It is important for all of us to recognize the importance of play in every aspect of our lives. As adults, it is easy to forget that we still need to explore and learn through our play experiences. Children experience their humanness and what it means to be a social being, through play.

The importance of play for children is discussed below by Weininger (1980):

> Play, then, is an integral part of the child's being. It is the business of childhood and it has a unique and vital role in the whole

> educational process... Play to children is growth, since only through play can they take on, absorb and assimilate experience -- physical, social or intellectual -- in meaningful ways. It is through play that they grow, and the growth in turn acts as a stimulus to change through play, which is learning. The relationship is a reciprocal, totally integrated one: playing and growing -- growing and playing.

Caplan and Caplan (1973) have also described the importance of play in childhood development in the following statements:

> We believe the power of play to be extraordinary and supremely serious.
> Playtime aids growth.
> Play is a voluntary activity.
> Play offers a child freedom of action.
> Play provides an imaginary world a child can master.
> Play has elements of adventure in it.
> Play provides a base for language building.
> Play has a unique power for building interpersonal relationships.
> Play offers opportunities for mastery of the physical self.
> Play furthers interest and concentration.
> Play is a way of learning adult roles.
> Play is always a dynamic way of learning.
> Play refines a child's judgments.
> Academics can be structured into play.
> Play is revitalizing.

Although most people will agree that play is important to a person's overall development they rarely understand the devastating impact it has on children that are not given opportunities to play.

As play providers, we have felt in the past that the child who lives with a handicap has neither the time nor the skills to participate in structured play experiences. As justification for taking this position we cite their inability to engage in anything but solitary play. This puts us in a Catch-22 situation, since the longer we deprive children of structured play experiences the longer this will be true of their play behaviour. By not providing regular play opportunities to these children we are depriving them of the most enriching and growing experiences possible.

From what we know about play development, "It appears that the play of disabled children follows the same patterns as that of normal children" (Dartner, 1969). This would indicate that handicapped children do not learn to play any differently than their non-handicapped peers, but they do learn to play at a slower rate. This may be due to a number of factors, not the least of which is a lack of play opportunities. Nevertheless, it does point out the importance of providing structured play opportunities for handicapped children. Hutchison and Lord (1979) suggest that:

> For the child with a disability, play experiences are especially important in order to maximize the rate of physical, cognitive, and social development. A child who is blind learns to manipulate objects, explore the environment, and move in a coordinated fashion. A child who is mentally retarded demonstrates confidence in playing and interacting with peers, due to early stimulation and play experiences with family and neighbourhood children. Unfortunately, many children with a developmental disability have few opportunites to play and interact with non-disabled children.

Integrated play opportunities provide a stimulating and highly motivating setting for children with disabilities. It provides a setting that gives the handicapped child a chance to imitate and model the play behaviour of their non-handicapped peers. Likewise, integrated play environments teach the non-handicapped child some very valuable lessons about their peers.

> Research on integration has shown that there are numerous benefits when disabled and non-disabled persons have opportunities for QUALITY interactions. Non-disabled persons learn by being teachers, improve their attitudes by becoming more accepting of individual differences, and learn that a disability need not be a handicap as first presumed (Hutchison, 1978).

Cooperative Games as an Alternative

> Contemporary games are partially responsible for the cooperation void which exists in the lives of our children and youth. We know that most children spend countless hours involved in play and games and that a great deal of social learning occurs within these environments. Yet we have not seized upon these opportunities to teach valuable human lessons about cooperation, caring, and sharing. Most of our games are structured to elicit hitting or elimination. The payoffs or "goodies" are mood contingent upon competing, beating, or preventing others from achieving their goals. Within these kinds of competitive structures, as the scoreboard goal is made to seem increasingly important, what players will do to "win" becomes increasingly inhuman (Sutton et al., 1978).

Traditionally, we have offered only highly competitive structured games and sports to children in recreation, physical education and educational settings. Today we are finding that more and more children are choosing not to be involved in competitive activities.

> The growth in popularity among school-age children of drama, music, pottery, weaving, painting, bicycling, kite flying, adventure and creative playgrounds, and a growing field of other noncompetitive play opportunities, indicates the serious shortcomings of competitive play (Orlick 1974, 1975a, 1975b; Levy, 1976).

Games have the capacity to influence a person's self-esteem, liking others and liking activity (Orlick, 1978). While children with high skill levels are being constantly reinforced in competitive situations and consequently may experience an increase in these variables, children with fewer skills and therefore fewer opportunities to rehearse these skills in a competitive situation, are constantly experiencing a decrease in self-esteem, liking activity and getting along with others.

Cooperative games were developed to affect self-esteem, liking activity and getting along with others in a positive direction for all children. They were developed to remove the fear of failure and rejection and the resultant inactivity that accompanies them. The games were developed to encourage more cooperative behaviour in children and adults and less destructive competitiveness.

> The primary goal of cooperative games is to increase cooperative behaviour both in and out of games. The games have been designed to provide cooperative success experiences, individual feelings of acceptance, and total involvement (Orlick et al., 1978).

Components of Cooperative Games

According to Orlick (1978), there are four basic components to cooperative games. They are cooperation, fun, acceptance and involvement.

Cooperation: The cooperative aspect of the games is directly related to developing communication, cohesiveness, trust and development of positive interaction skills, learning to share, to empathize with others and to be concerned with others' feelings. Cooperation is fostered by having players help one another and by having them work together as a unit toward a common goal.

Fun: Fun should be the primary reason people play games. In cooperative games the element of fun is enhanced and the players are free to play with others and not against each other. When fun is the primary objective, the fear of failure and rejection is removed.

Acceptance: In cooperative games each child has a meaningful role to play once he chooses to get involved. Increased feelings of acceptance are related to heightened self-esteem.

Involvement: Involvement is closely related to a sense of belonging and a sense of contribution. Cooperative games emphasize total inclusion rather than elimination and exclusion.

Structure of Cooperative Games

There are many different ways to play games cooperatively or to make the games you play more cooperative. Terry Orlick, in his book "Winning Through Cooperation" suggests four specific structures that you can use in playing cooperative games or in developing your own.

Cooperative Games With No Losers:

These games are the ones most commonly recognized as cooperative games. They involve games that have common goals that are shared and that are "real and compelling to all concerned" (Orlick, 1978). A good example of a cooperative game with no losers is Cooperative Musical Chairs. In this game, the object is to keep everyone in the game. This means that to play the game you eliminate chairs rather than people. Parachute games can also be classified as games with no losers.

Collective Score Games:

Collective score games are designed to break down the traditional barriers of one team playing against another. In these games, both teams play towards common goals and points are scored collectively. An example of this type of game is blanketball where both teams count how many times they can propel a beachball over a volleyball net using a blanket without letting the ball drop.

Reversal Games:

These games are designed to redefine the team concept by rotating players from side to side or by reversing scores. The method of rotating players can vary. One way of rotating players is by having players rotate into the opposing team's rotation pattern. In volleyball this would mean that instead of rotating only within the team, rotation includes both teams. Another way of rotating players is having the scorer rotate sides immediately after scoring if the other side is losing. No one from the other side is exchanged. This method has a way of evening up uneven teams. The other type of reversal game is called reverse score where the game is played regularly except that the points go to the other team. The object of the game is to give as many gift points to the other team as possible. Total reversal games are played with no goalie and the points are given to

the other team. In this game as well, scorers switch to the winning team. By not having goalies the chance to score and the amount of scoring increases noticeably.

Semi-Cooperative Games:

Semi-cooperative games emphasize active involvement and fun. In these games one team still plays against another team but the importance of the scoreboard is downplayed and everyone, regardless of age, sex or ability, is given equal opportunity to play. Adjustments are made to the equipment and the rules to ensure more activity and more chance for success.

Proposed rule changes: (Orlick, 1978)

All Play: Everyone who wants to play is given equal playing time. Attempts are made to keep teams small enough for everyone to play all of the allocated activity time.

All Touch/All Pass: A regular game, but before a shot is attempted, the ball or puck is passed to and touched by all members of the team. Once a point is scored, the ball is again passed to all team members before another shot is taken.

All Score: A regular game in which, for one team to win, each team member must score at least once. Can be played with large goals; for example, the whole end of a gym, rink or pool. Once every member of one team scores, a new game is started. If there is any evidence of unwanted pressure being placed on those last to score, which we have not yet experienced, discuss the problem among the players. They may decide to adjust their tactics or might want to consider introducing four-score in place of all-score.

Coed-Pass: A regular game in which the ball or puck is passed alternately from female to male to female, etc.

Coed-Score: A regular game in which goals are scored alternately by males and females.

All Positions: Players rotate through the various positions during the period of the game. This can be done on the basis of time, score or inning.

Cooperative Games and Integrated Settings

In integrated settings where we are providing structured play opportunities, it is important that we have control over the game rather than vice versa. This is important so that we can use the game to our advantage and to make sure that everyone is involved and is having fun. The game should be flexible enough to meet the needs of the people in the group. The less control the leader has over the design of the game, the less able he is to facilitate the integration process.

Cooperative games have been designed so that they can easily be adapted to a specific group or a specific play environment. The rules are flexible enough that they can be changed to suit the needs of the group.

These games are particularly suited for use in integrated settings because they reduce the unwanted anxiety that competitive games often produce. By taking a non-traditional approach to teams, children with all levels of skill can feel a part of it and get involved. By using different approaches to scoring, children are given more chance for involvement, skill repetition, and accompanying feelings of success and achievement.

Cooperative games encourage children to work together as partners and to support each other. This makes it easier to incorporate a support person into the activity for children who may need it. The supportive environment helps to create a spirit of acceptance, which in turn enhances the integration process.

Cooperative games are taught mainly through demonstration and "doing." This makes it easier for children who have difficulty listening to a lot of instructions. For the most part, the equipment used in cooperative games has already been adapted to make it easier for everyone to handle (soft balls, large balls).

In cooperative games, children are given the choice to participate at the level they want or choose. Players are also given some responsibility for making sure everyone is involved.

It is important for the play leader to recognize that facilitating the process of integration involves not only creating an environment that is conducive to integration but also consciously finding ways to structure opportunities for interaction.

This involves incorporating partner and group activities as well as reinforcing cooperative play behaviours wherever possible. It is important to encourage players to help each other get involved in the "action" of the game.

The use of peers as formal and informal models cannot be minimized. (Hutchison & Lord) Formal peer tutors can play an important role in helping their handicapped peers to meet personal learning objectives on an individual basis.

In order for the play leader to optimize participation and interaction among players, it is important to understand which game variables can be manipulated to best meet the needs of the group.

Game Variables: (Questions to ask when adapting games)

1. Players: How are teams formed? Are teams evenly matched? Can you rotate players from team to team? Do you need to use teams? Can players be grouped or paired up to play the game? Is the game suitable for the number of players? Can the players have some control or choice in the game or as to how the game is played?

2. Goal or Objective: Is the objective of the game challenging enough? Is the objective attainable? Have you started out by setting simple objectives and moved to more complex objectives when the group is ready? Does the objective match the skill level of the participants?

3. Equipment: Is equipment threatening or is it easy to handle? How many balls or pucks are used to maximize involvement and activity? Is equipment used in novel or exciting ways?

4. Type of Scoring: How much skill is required to score a point? How must players interact before a point can be scored (i.e., co-ed passing, position passing). Are points scored collectively? Are scores reversed? Are scorers rotated between sides? How many goals are there? What size are they? Do goals make it difficult to score?

5. Type of Interaction: How have you used different kinds of body linkages (i.e., link arms, walk back to back) to structure positive physical contact? Does the linkage suit the ability and the movement patterns of the players? Are you encouraging cooperative interaction and mutual dependence between players?

6. Movement Pattern: Have you experimented by suggesting different kinds of movement patterns in the games? Have players had a chance to suggest ways to move? Do you give "permission" for a range of movements to be acceptable? How have you used music in motivating players to move?

7. Limitations: Have you set rules and boundaries to ensure safety? Are boundaries suitable for the level of activity?

PART TWO: GAMES

Introduction:

The games included in this booklet have for the most part been taken from the First and Second Cooperative Sports and Games Books by Terry Orlick (1978, 1982). They represent only a few of the many cooperative games and sports that have been developed by games specialists from across North America.

For the purpose of this book, the games have been put into four different categories including introductory games, movement games, parachute games and active games. These categories emphasize the type of activity the games offer, rather than the ages they are suggested for. This is because many of the games have the potential to be played by people of different ages.

All of the games have two things in common. First, they stress participant involvement and cooperation. Secondly, they all promote a greater acceptance and understanding of each other by having people play together to have fun.

Planning Your Game Session

Terry Orlick (1983) makes the following suggestions:

* Start off with an activity that brings the group together (e.g., Birthday Game or Incorporations);
* When people are tired or just waking up (early morning) start with quiet activities (e.g., Name Game);
* When people have been sitting for a while get them moving (e.g., Beach Ball Boogie, Hug Tag);
* Introduce new games before interest fades;
* Alternate between quiet and active games;
* Have enough games in mind (or on paper) to last more than the entire event;
* Have back-up games ready in case you need them;
* Be flexible. Try adaptations, changes or creative suggestions from participants.

Selecting Your Games

In order to select games that are truly cooperative in nature, it may be useful to ask yourself the following questions proposed by Angela Wilson (1984):

* Is it fun?
* Does the game involve everyone? That is, avoid games where people must wait for their "turn" or where they are forced "out".
* Does the game involve simple skills that everyone in the group will be able to perform?
* Is everyone who plays a winner? Who cares who wins or loses? What is important is being involved in the game!
* Are all age groups able to play the game together?
* Does the game have rules that are easily modified?
* Will the activity help people to mix together?
* Is the game simple to organize?

If you can answer yes to all of the questions above you are ready to Play for Play's Sake.

Leading Games:

* Have fun, be enthusiastic, get excited yourself;
* Position yourself so that everyone can see and/or hear you while you are giving instructions;
* Use simple instructions - keep words to a minimum;
* Reinforce verbal instructions by giving physical demonstrations with participants. While doing this, act as a role model to participants by demonstrating how to give physical support to individuals who may need it (e.g., pushing a wheelchair, guiding a person);
* Be aware of the range of abilities in your group;
* Include any specific adaptations you feel may be necessary as part of the initial instructions (e.g., if you can't reach the musical hoop touch someone who can);
* Give participants the "permission" to play the game at their own pace;
* Keep the rules of the game flexible enough that individuals can make their own creative adaptations (e.g., suggest that there are a number of ways to reach the same goal);
* For a more complex game, explain it in segments (e.g., make sure everyone understands part one before moving on to part two);
* Give participants suggestions on how they can play the games and let them choose how they want to play, for example, different ways to move, different ways to link with their partners;
* Let participants suggest their own versions for playing a game and encourage persons to make their own adaptations and add rules;
* Make sure that the physical boundaries for the game are clearly understood before beginning;
* Go over safety precautions before each game (e.g., be careful in this game not to swing your partner too sharply);
* Ask if everyone is ready before beginning the game;
* Use some kind of signal (e.g., lifting your arm high, whistling) to indicate when play should stop;
* Do not hesitate to stop the game at any time to modify or alter equipment, boundaries or rules;
* Play the game until the goal is reached or until people seem to be tiring of the game;
* When participants look tired, switch to a quieter activity (e.g., a trust game);
* Try to break down physical contact barriers at the beginning of the play period by playing ice breaker games;
* Use ice breaker games with limited physical contact (e.g., shaking hands) at first and move to games that involve a higher level of contact (e.g., linking arms back to back);

* Encourage mutual goal sharing by asking groups to score collectively (e.g., both teams have a collective score);
* Have group activities with shared goals early in the play period;
* Focus the players' efforts on "working together" and making sure everyone is envolved;
* Have participants change partners frequently throughout the play period by playing partner games and suggesting ways for them to find another partner (e.g., find someone with the same colour eyes, with the same first initial). Encourage participants with mixed abilities to pair up and avoid "pairing or lumping together" persons with special needs;
* Encourage cooperative behaviour by applauding the participants and cheering them on;
* Encourage paticipants to cheer for each other.

Introductory Games

BIRTHDAY GAME

This game begins by having everyone get together as quickly as possible with everybody else in the room that was born in the same month. The groups are then given three minutes to come up with some kind of cheer for their month. Each group is then given the opportunity to present their cheer to the group. Another version of this game is having the group form a line beginning with people born in the month of January and ending with people born in December. The challenge is that they must form the line silently.

MUSICAL HOOPS

This is a musical game. When the music starts, players begin to move around the room in different ways. Players should be careful not to walk on any of the hula hoops that have been scattered around the room on the floor. When the music stops players must run to a hula hoop and try to put a part of their body inside the hoop. Before the music starts again, some of the hula hoops are removed. The object of the game is to get all the players into fewer and fewer hoops. This game can also be played using chairs or large pieces of paper.

BALL NAME GAME

This game can be played in many different ways. It is a good game for helping a group learn each other's names. Players should be put into groups and asked to form a circle. Some of the circles can be formed standing up while others can be formed sitting in chairs or sitting on the ground. Players begin by introducing themselves and listening carefully to other people's names. The groups are given balls and are asked to choose a way to pass the ball around the circle. Some groups may decide to roll the ball on the ground, bounce the ball once, throw it underhand or overhand, or pass it through their legs. The catch is that before a person can pass the ball to anyone else, he must first say his name and then the name of the person he is passing it to. If that is too difficult, the group might try calling out the name of each person holding the ball. For an additional challenge, try adding another ball.

TOUCH BLUE

Have the group stand in a circle formation. The play leader will start out by calling out instructions to the players and soon the players will take over the game. The first instruction is usually that all players use their right hand to touch "blue" on someone else and hold on. Players will try to find some piece of "blue" clothing on another player. Next the left hand has to touch something and hold on. This game continues using various body parts and different colours. Players will take turns calling out different instructions. To make it even more interesting, try instructing the group to move in a certain way while they are still holding on.

SILLY BONES

This game is similar to "Touch Blue" except instead of using colours, players are instructed to touch body parts together. You may try instructing players to: touch another person's elbows, touch ears, touch funny bones, touch knees, touch foreheads. The real challenge comes when you instruct the group to maintain two or three of the connections at once.

MORE STICKY POPCORN

Have you ever pretended to be a kernel of popcorn sitting in a pan when the stove is turned on? For this game you begin with all the players crouching on the floor pretending to be kernels of popcorn. As the pan gets hotter and hotter the popcorn begins to "pop" all over the place. In this case, once the popcorn has popped, a whole potful of imaginary syrup is poured all over them and they all begin to stick together to form "sticky popcorn."

PUZZLE PASS

Prepare for this game by cutting a number of posters into puzzle shapes and putting a heavy cardboard backing on them. Before the game begins hand each player one piece of puzzle. When the music starts, have players move around the game area and exchange puzzle shapes and a friendly greeting. When the music stops, the object of the game is to find everyone else with similar puzzle pieces and as a group, put the puzzle together as quickly as possible. The puzzle can be formed on a table or on the floor. Start this process all over when the music begins to play again.

Introductory Games

BIRTHDAY GAME

This game begins by having everyone get together as quickly as possible with everybody else in the room that was born in the same month. The groups are then given three minutes to come up with some kind of cheer for their month. Each group is then given the opportunity to present their cheer to the group. Another version of this game is having the group form a line beginning with people born in the month of January and ending with people born in December. The challenge is that they must form the line silently.

MUSICAL HOOPS

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SCRABBLE

This game has many variations. Each player is given one or two or maybe even four letters to hold onto. The letters can be printed on 4" by 4" index cards. The ratio of vowels and consonants distributed between players can be similar to the regular scrabble board game with a high proportion of vowels. The play leader will start out by asking players to form together to make two or three letter words. After that it is really up to everyone playing. Try challenging the group to make four or five letter words, getting together with other groups to make sentences, poems or forming telegrames and crosswords. This game can be a lot of fun for all ages including very young persons just learning letter and word concepts.

Movement Games

PUZZLED PARTNERS

This is a musical partner game. Begin by having players take partners. Once the music starts have partners walk or skip away from each other. When the music stops, each partner rushes toward the other, they join hands and squat down. When the music starts again, partners begin moving around freely until the music stops again.

BEACH BALL BOOGIE

This game is also played in partners. About three-quarters of the people are given beach balls or sponge balls and are directed to use the balls to link themselves to their partner. The partners can be connected by any part of their bodies: head to head, knee to knee, stomach to stomach, back to back. When the music starts the partners that are connected by beach balls begin moving around to the beat and passing their beach ball to other partners without balls. The balls must be passed without using any hands.

FROZEN SHOES

In this game, players balance objects on their heads and move around to the music. The object can be an upside down shoe or even a beanbag. When the music starts, each person begins to walk, hop, spin, run or dance around while balancing the object on his head. If the object falls off, the person is frozen until a friend comes over and replaces the object on his head. Hugs can also unfreeze a person as long as the hugger does not lose his shoe or beanbag in the meantime. This game can be played in groups of two or three people, each with an object on his head. In this case, if anyone drops a shoe his whole group is frozen until another group comes along to unfreeze them as a unit.

Parachute Games

BALLOON

The players inflate the parachute and take two or three large steps toward the centre. The parachute will form the shape of a balloon.

MOUNTAIN

It is easy to form a mountain of air by inflating the parachute and quickly pulling it down to the ground in front of you and kneeling on the edge of the parachute. If there are any mountain climbers among the group, you could ask them to climb the mountain and in so doing, bring the mountain of air down to the ground.

TEN-SECOND PARACHUTE FORMATION

For this game, players are divided into groups by having them go around the parachute naming off four different kinds of fruit or animals. The chute is inflated and the name of a group is called out. The group that has been called goes under the parachute while the rest of the players close the mushroomed chute over the centre group by placing the edge on the ground in front of them. The group is given ten seconds (or until the chute falls on top of them) to make a formation together under the parachute. The players around the edges of the chute inflate it to see what kind of formation has been created. It may also be fun to have them guess what the formation looks like.

UMBRELLA EXCHANGE

This game also makes use of groups formed by naming off groups around the chute. The number of groups can depend on the number of people playing. The names of the groups can be chosen by the players. When a signal is given, the whole group inflates the parachute and someone calls out one of the group names. Persons with that group name then run under the parachute and exchange places around the chute with members from the same group. It is important that the rest of the group try to keep the parachute inflated long enough for the entire group to exchange places safely. This game has a number of variations. It is also possible to ask each group to hug, dance or sing a song with other members of the group under the parachute when their group name is called, and then return to their position around the parachute. Exchanges can also be made by calling out things like: "Everyone with blue eyes exchange places;" "Everyone who likes pizza exchange;" "Everyone wearing green socks."

REVOLVING SIT-UPS

Players sit on the ground around the parachute with their legs out in front of them underneath the chute with the parachute pulled taut. Have the entire group lie back, still holding the parachute tightly, and then pull themselves up by using the parachute. Repeat this until the players get the feel of it and then try to synchronize the sit-ups by having one side start the sit-ups first with the other side trying to help them up and vice versa.

JAWS

Players can be either sitting or standing around the parachute. One player volunteers to be "Jaws" and goes underneath the parachute, being sure that his elbow forms a visible fin underneath the material. The group works at keeping the parachute flapping while Jaws moves around underneath. As Jaws moves around under the parachute, he touches the legs of other players who then scream and join him under the parachute, now acting as sharks with the same ability to bring other members underneath the chute. This game is usually played until all players become sharks and are under the parachute.

BIRDS AND WORMS

Players sit around the parachute. Two players volunteer to be worms and to squirm around underneath the parachute on their stomachs. One player volunteers to be the bird and crawls around on top of the parachute trying to find the worms. The rest of the group tries to help the worms by flapping the parachute and effectively hiding them. The bird identifies a worm by touching him gently and calling out "worm!" When a worm has been identified, he goes to the outside of the parachute and chooses someone else to be a worm. When the bird has found two worms he too goes to the outside of the parachute and chooses someone else to take his place and become the "bird."

HOT DOG, MUSTARD AND RELISH

Players stand around the chute and number off into three groups named "Hot Dog," "Mustard" and "Relish." The chute is held at waist level with both hands. When the group's name is called, all those players let go and run around the outside of the parachute. The leader should specify in which direction they are to run. When the first group has almost returned to their original starting points, the other players inflate the chute. The first group then runs under the middle of the parachute, huddles into a group, and shouts "Hot Dog!" before returning to their original positions.

BALL ROLL

This game can be played with many different types of balls. To play this game, players stand around the parachute and hold it at waist level. A ball is placed on top of the parachute. The object of the game is to roll

the ball around the outside edge of the parachute as many consecutive times as possible. Don't be afraid to try moving it in both directions. For an additional challenge, try to roll a smaller ball through the hole in the centre of the chute.

SILK HOUSE

Players sit around the chute, hold on to the outside edge, and crawl all the way under it. While the players are still facing forward, they pull the parachute material behind their backs and tuck it under their bottoms. This allows a great opportunity for the children to use their imaginations to act out various underwater creatures or to tell each other stories. When everyone is seated, the "house" can be rocked by pushing gently back on the parachute material with their backs.

PARACHUTE SPIN

It is important in this game for players to get a firm grip on the edge of the parachute. One of the players volunteers to lie down on his back in the middle of the parachute while the rest of the players gently spin him around. To spin the parachute, the other players begin to slowly walk around in a circle holding the edge of the parachute. It is important that the parachute is not lifted off the ground in the process of spinning the parachute.

Active Games

INCORPORATIONS

This game gets people up and moving around quickly. It involves forming and reforming groups as quickly as possible. The leader bangs a drum or cowbell and calls out a variety of groups for them to get into in quick succession; for example, "Bong -- get into a group of four;" "Bong -- four plus one;" "Bong -- make the letter R with your bodies;" "Bong -- in groups of six form a giant toilet bowl." Don't worry if all the groups have not been formed before going on to the next call.

LOVE HANDLES

This game is a form of partner tag. Players form partners with one person holding on to their partner's "long handles" or waist section. Several other players volunteer to be single "love-its" or taggers. The "love-its" run around and try to attach themselves to the back partner's love handles. If they are successful, the front partner takes off and automatically becomes a love-it.

BLANKETBALL

This is a team game where the players are positioned around a blanket (the more people the more blankets) and have to work together in order to pass a ball from their blanket to another team's blanket. The object is to see if two teams can pass a ball back and forth between the two blankets. The fun can include exchanges between all teams and their blankets.

SEMICIRCLE SOCCER

The players form two separate semicircles, of four or five players each, by linking arms around the next person's waist. The play begins with the semicircles facing each other and kicking a sponge ball back and forth. The object of the game is to prevent the other team from kicking the ball through your semicircle. It is not as easy as it appears, however, because both of the teams are completely mobile within the play space. Be sure to keep the action below the waist even if it is a sponge ball.

HUGGER TAG

This is played like regular frozen tag with a few rule changes. The first rule change is that it is played with more than one tagger. About one out of every six players should be originally designated as a "huggit". The taggers are called "huggits" and are given a piece of bright material or a small ball to carry, so that they can be easily identified. The second rule change is that a player is safe from being tagged when he is hugging another player or group of players. If the player is tagged when not hugging, he takes the piece of material and becomes a "huggit". For variety, change the rule so that a player is only allowed to hug for as long as he can continue to hum on one breath. Once a person runs out of breath he is forced to find another partner with whom to hug and hum.

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RUNAWAY TRAIN

Players are asked to form teams of four or five people per team. Each team forms a train by holding on to the waist of the person immediately in front of him. The front of each train attempts to link up to the back of any other train while trying itself to avoid being linked onto from behind by another train. If this does happen and two trains are united, they begin to act as a unit together.

ARM LINK TAG

This game is played very much the same as Love Handles except that instead of holding on to your partner's waist section, you link arms. Players must be sure to keep both of their hands on their hips and link arms to the side.

AMOEBA TAG

This game is played in slow motion. (Have you ever seen an Amoeba moving fast?) The players begin moving around the room in slow motion by themselves. As soon as they tag another player they link up to form a teenage Amoeba. The teenage Amoeba then moves around the room looking for one more player to form an "almost fully grown" Amoeba. After a group has formed into three, they try to tag one more person to form a fully grown Amoeba. What happens next? Why, the fully grown Amoeba reproduces and splits down the middle leaving two teenage Amoebas to start the process again. The excitement of this game is heightened when you add the A-moe-ba chant. This chant starts out very quietly and gets louder and louder as the Amoeba grows.

APPENDIX A: RESOURCES FOR COOPERATIVE SPORTS AND GAMES

Animal Town Game Co.

This family business has invented, manufactured and currently markets six board games for the whole family or school which minimize or eliminate competition and emphasize cooperation and "new age" values. Best for children eight or over, or participating with adults. Games include Nectar Collector, Back to the Farm, Save the Whales, Dam Builders, Madison Avenue, and A Chicken in Every Pot.

For a sales catalogue, write them at P.O. Box 2002, Santa Barbara, CA 93120.

Family Pastimes

This is another family business specializing in the creation, manufacture and sale of non-competitive games. Includes a wide variety of cooperative action and strategy games, card games, and puzzles for people of all ages. A number of their board games would make excellent classroom learning tools, such as Harvest Time (ages 4-7), A Beautiful Place (5-8), Mountaineering (5-8), Community, Explorer, Our Town, Earth Game, and Space Future (10 and up), New America (teen-age and up), and Together, a card game specially designed for classroom use (ages 5-15).

For their complete sales catalogue, write to Family Pastimes, R.R. #4, Perth, Ontario, Canada K7H 3C6.

Deacove, Jim

Cooperative Games Manual - 1974 ($2.50)
Sports Manual of Co-operative Recreation - 1978 ($2.00)

Jim Deacove is one of the most original and prolific creators and producers of non-competitive games. The Games Manual and the supplement which comes with it present over 100 cooperative games for all kinds of situations and all ages which may stimulate you to invent even more yourself. The companion Sports Manual is designed particularly for physical education teachers and playground leaders working with junior and senior high school students who may be looking for new ways to organize their sports programs. The 36 page manual describes how to change the rules of most traditional track and field events, target, ball, court and team sports to make them cooperative rather than competitive, as well as suggestions for running a cooperative field day.

For copies of either of these two books, write to
Family Pastimes, R.R.#4, Perth, Ontario, Canada, K7H 3C6.

Fuegelman, Andrew (ed.)

The New Games Book - 1976. Garden City, NY: Doubleday. ($7.95).
More New Games - 1981. Garden City, NY: Doubleday. ($6.95).

The stimulation for the New Games Movement, which provided the background for these two delightful books, came from a Vietnam war protest festival organized by Stewart Brand (of the Whole Earth Catalogue and Co-Evolution Quarterly) at San Fancisco State in 1966. From this evolved the New Games Festival, an annual event in the Bay Area during the mid '70s. People were encouraged to invent and share their own

games, many of which are imaginatively non-competitive. The best of these are beautifully illustrated and described in these two books, compiled by the New Games Foundation. The Foundation also offers a New Games Resource Catalogue, training programs for New Games leaders, and a list of recommended referees from all over the country to help you put on your own school or community festival.

Write the New Games Foundation, P.O. Box 7901, San Francisco, CA 94120 or call them at (415) 668-6901.

Harrison, Marta et al.

For the Fun of It! Selected Cooperative Games for Children and Adults - 1975. Philadelphia, PA: Philadelphia Yearly Meeting of the Religious Society of Friends. ($1.65).

This 30 page booklet, written as part of the Quaker's Nonviolence and Children program, is chock full of good ideas and cooperative games for every age from preschoolers on up. Most of the games and activities were developed by and have been successfully used by other teachers, and the book emphasizes the creative development of your own new cooperative games.

For copies, write the Friends Peace Committee, 1515 Cherry Street, Philadelphia, PA 19102.

Lentz, Theo. F. and Ruther, Cornelius

All Together. A Manual of Cooperative Games. ($3.00)

This 18 page booklet is the first attempt we know of to formulate a systematic theory of cooperative play, as well as presenting a number of original or modified games illustrating each of their five principles.

For copies, write to Character Research Association/Peace Research Laboratory, 6251 San Bonita, St. Louis, MO 63105.

Michaelis, Bill & Dolores

Learning Through Noncompetitive Activities and Play - 1977. Palo Alta, CA: Learning Handbooks ($4.95)

This book emphasizes imaginative movement, and will therefore be most useful to early primary teachers, but contains some ideas which can be adapted for older children as well.

For copies, write to Pitman Learning, Inc., 6 Davis Drive, Belmont, CA 94002.

Orlick, Terry

Every Kid Can Win (with Cal Botteril) - 1975. Chicago, IL: Nelson Hall Publishers. ($8.95).

Winning Through Cooperation: Competitive Insanity: Cooperative Alternatives - 1977. Hawkins & Associates Publishers, 729 Delaware Avenue S.W., Washington, D.C. 20024.

The Cooperative Sports and Games Book: Challenge Without Competition - 1978. New York: Pantheon Books. ($5.95).

The Second Cooperative Sports and Games Book - 1982. New York: Pantheon Books. ($8.95).

Terry Orlick is a professor of physical education and the psychology of sport at the University of Ottawa, Canada. His first two books present his philosophical and psychological arguments, and for parents and school administrators these books are invaluable. His most recent

two books are excellent collections of cooperative games and sports from preschool age on up which include a number of fascinating cooperative games from different societies around the world. These books provide handy references for both classroom and physical education teachers, playground leaders or anyone else responsible for organizing children's activities.

Prutzman, Priscilla et al.

The Friendly Classroom for a Small Planet. A Handbook on Creative Approaches to Living and Problem Solving for Children - 1978. Wayne, NJ: Avery Publishing Group, Inc. ($6.95 plus $1 postage and handling).

This handbook was written by another Quaker group as part of a classroom training program on creative alternatives to conflict. A major part of that program, however, involves promoting more cooperative behaviour in the classroom, so this manual contains many useful ideas for cooperative group activities.

For copies, write to Children's Creative Response to Conflict, Box 271, Nyack, NY. 10960.

Weinstein, Matt and Joel Goodman

Playfair. Everbody's Guide to Noncompetitive Play - 1980. Impact Publishers. ($8.95).

Another excellent compilation of activities and games for children and adults, indoors and out, quiet and active, many of which are valuable additions to a leader's repertoire for promoting cooperative teamwork.

For copies, write the publisher at P.O. Box 1094, San Luis Obispo, CA. 93406.

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Compiled by Nancy and Ted Graves
from the International Association on Cooperative Education.
Address: 136 Liberty Street, Santa Cruz, CA 95060
Telephone: (408) 429-6550.

APPENDIX B: RESOURCES FOR COOPERATIVE LEARNING

Aronson, Elliot, et al.

1978 THE JIGSAW CLASSROOM (197 pages; $17.50 plus $1 postage and handling.) Order from: SAGE Publications, Inc., 275 Beverly Drive, Beverly Hills, California 90212.

The basic text for learning the "jigsaw" technique, applicable for fourth grade students and older in subjects which can be divided into discrete segments, issues, or questions, so that each team member learns and teaches a separate part.

Co-operative College of Canada

1980 CO-OPERATION AND COMMUNITY LIFE (227 pages in loose-leaf binder; Can. $35.) Order from: Co-operative College of Canada, 141-105th Street West, Saskatoon, Saskatchewan S7N 1N3.

An activity kit for children 7-14 to help them understand themselves and their community, and to prepare them for cooperative team learning.

1983 CO-OPERATIVE OUTLOOKS (204 pages in loose-leaf binder; Can. $35.) Order as above.

A companion volume for high school students which provides an introduction to co-operative enconomics.

Dishon, Dee & O'Leary, Pat Wilson

1984 A GUIDEBOOK FOR COOPERATIVE LEARNING: A TECHNIQUE FOR CREATING MORE EFFECTIVE SCHOOLS (132 pages; $19.00.) Order from: Cooperation Unlimited, P.O. Box 68, Portage, Michigan 49081.

Gibbs, Jeanne & Allen, Andre

1978 TRIBES: A PROCESS FOR PEER INVOLVEMENT (200 pages; $14.95 plus $1 postage and handling.) Order from: Center for Human Development, 3702 Mt. Diablo Blvd., Lafayette, California 94549.

Graves, Nancy B. & Graves, Theodore D.

1985 "Creating a Cooperative Learning Environment. An Ecological Approach." Published in R. Slavin, et al, LEARNING TO COOPERATE, COOPERATING TO LEARN. New York, Plenum Press. (34 pages; $2 plus 50¢ postage.) Xerox copies available from authors, 136 Liberty Street, Santa Cruz, California 95060.

Presents 10 basic principles of a cooperative environment, derived from observations of naturally cooperative groups in non-Western settings, classroom analogues of these environmental features, and suggested techniques for their implementation.

Johnson, David W. & Johnson, Rogert T.

1975 LEARNING TOGETHER AND ALONE: COOPERATION, COMPETITION, AND INDIVIDUALIZATION. (224 pages; $17.95 plus $1 postage and handling.) Order from: Interaction Book Company, 162 Windsor Lane, New Brighton, Minnesota 55112.

A manual for teachers which emphasizes basic prinicples of cooperative group learning, group processes, and monitoring the development of social skills.

Johnson, David W., Johnson, Rogert T., Holubec, Edye Johnson, & Roy, Pat

1984 CIRCLES OF LEARNING. (90 pages; $8.50 plus $1 postage and handling.) Order from the above.

A handbook designed to help educators understand what cooperative learning is, and procedures for implementing and supervising its use.

Judson, Stephanie (Ed.)

1977 A MANUAL ON NONVIOLENCE AND CHILDREN. (150 pages; $5 plus 50¢ postage.) Order from: Nonviolence and Children Program, Friends of Peace Committee, 1515 Cherry Street, Philadelphia, Pennsylvania 19102.

Contains a variety of games and activities designed to create a positive and supportive home, classroom and community atmosphere; includes an annotated bibliography of suggested children's books on conflict resolution, feelings, and sex roles, as well as reprinting Marta Harrison's book on cooperative games (FOR THE FUN OF IT!) as an appendix.

Prutzman, Priscilla, Burger, M. Leonard, Bodenhamer, Grechen, & Stern, Lee

1978 THE FRIENDLY CLASSROOM FOR A SMALL PLANET. (109 pages; $5 plus 50¢ postage.) Order from: Children's Creative Response to Conflict, 15 Rutherford Place, New York, New York 10003.

This guide for teachers and workshop leaders is aimed at creating a cooperative classroom environment, as well as acquiring skills in conflict resolution, and includes dozens of useful games and exercises.

Saskatchewan Department of Co-operation and Co-operative Development

1983 WORKING TOGETHER, LEARNING TOGETHER. (168 pages; Canadian $7.00.) Order from: The Stewart Resources Centre, S.T.F., Box 1108, Saskatoon, Saskatchewan S7K 3N3.

Written cooperatively by the Education Services Unit, this eclectic handbook for teachers at any grade level discusses the teacher's role and provides skills-teaching activities, games and exercises to help create interdependence, acquire interpersonal skills, and deal with classroom problems when using cooperative group learning methods.

Schniedewind, Nancy & Davidson, Ellen

1983 OPEN MINDS TO EQUITY: A SOURCEBOOK OF LEARNING ACTIVITIES TO PROMOTE RACE, SEX, CLASS AND AGE EQUITY. (288 pages; $18.95.) Order from: Prentice Hall, Inc., 200 Old Tappan Road, Old Tappan, New Jersey 07675.

A year-long curriculum of lesson plans and activities to help students become aware of and confront inequity issues, and to develop skills in working together: trust, communication, processing, cooperation, decision-making, listening, critical thinking, interviewing, and group work.

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APPENDIX C: WHERE TO GET EQUIPMENT

Parachutes, hula hoops, bean bags, nerf balls, scooter boards, earth balls, frisbies and sponge balls can be purchased through sports equipment supply outlets and/or military outpost or surplus stores. Sport parachuting clubs may also have used parachutes available for sale.

The following Appendix is a list of equipment suppliers and sport parachuting clubs and associations.

Equipment Suppliers

Brault et Bouthillier (full line of equipment)
700, rue Beaumont
Montréal, (Québec)
H3N 1V5
Canada

New Games Foundation (parachutes and earth balls)
P.O. Box 7901
San Francisco, CA. 94120
U.S.A.

Niagara Parachutes Ltd. (parachutes)
8407 Stanley Avenue
P.O. Box 927
Niagara Falls, Ontario
L2A 6V8
Canada

Program Aids, Inc. (full line of equipment)
161 MacQuesten Parkway
Mount Vernon, New York 10550
U.S.A.

Ravens Industries, Inc. (parachutes, earth balls)
P.O. Box 1007
Sioux Falls, South Dakota 57101
U.S.A.

Tremac Industries Ltd. (parachutes)
5357, 25th Avenue
Vernon, British Columbia
V1T 7A5
Canada

U.S. Games, Inc. (full line of equipment)
Box EG 874
1511 North Harbor City Boulevard
Melbourne, Florida 32935
U.S.A.

Reprinted from The Second Cooperative Sports and Games Book, Terry Orlick, 1982.

APPENDIX D: PLAY, DISABILITY, AND DEVELOPMENT

Peggy Hutchison

Play is a child's world. It is THE medium for learning about life, about other people, and about oneself. It is the child's way of exploring every minute detail of the environment, of testing personal capabilities and limits, and of making new friends. For an adult, play and leisure can be a vehicle for enjoyment, as well as for growth, development and self-fulfillment. In fact, few adults realize that play is potentially as powerful a growth medium for adults as it is for children. At play, adults are able to be creative, resolve conflicts, and move beyond stressful aspects of a complex, technological society. In addition, the tremendous value of play and leisure as they relate to persons who have disabilities is beginning to be recognized.

The disabled person is a developing human being, struggling for dignity and self-respect. This is often difficult in a society which subtly, and not so subtly, views disabled people as being unable to contribute in any significant way to their communities. As a result of negative attitudes and misconceptions, opportunites for play have often been restricted. As well, play and leisure have been a low priority in human services. Reasons for this are two-fold: first, concerns regarding adequate residential and vocational services have seemed more urgent; second, disabled people, their families, and advocates have not realized that opportunities in play and leisure have a vital role in development and can enhance involvement in other aspects of life. To hinder or limit opportunities for play is to ignore the disabled individual as a developing human being, to reject the person's humanness, and to deny growth and self-fulfillment.

Our challenge, therefore, is to better understand the value of play and how it can enhance the development and lives of individuals who have disabilities.

Play and Development

Play contributes to the total development of the person (Benoit, Peper, 1975). A brief look at four aspects of this process will help us understand just how important play is for all people.

1. During play, infants and children explore themselves and the environment through a number of senses -- visual, auditory, tactile, taste, and smell. Play is therefore a prime medium for PERCEPTUAL development (Frank, 1968). For a person who may be unable to use one or more of these senses effectively, there is often a shift to utilizing the remaining senses to a much greater extent. For example, a child who is blind or partially sighted will depend heavily on touching and hearing during play. Initially, this child may need encouragement and stimulation in order to fully utilize these senses.

2. During play, a child is very active. The development of many PERCEPTUAL-MOTOR attributes is enhanced through play. As the child develops, sensory information becomes integrated and movements become more purposeful, precise and refined. If a person lacks spontaneity or initiative because of a mental disability (Wehman, 1977), or has decreased mobility due to a physical handicap (Morris, 1984), developing perceptual-motor skills through play is more difficult. Encouragement to become more active during play can be given by utilizing more stimulating and appropriate equipment (Cleland et al, 1971; Hayes, 1975; Wehman, 1977), enthusiastic and supportive peers, and developmental experiences which build confidence.

3. Learning experiences in play are important for COGNITIVE development. During play, the child explores, manipulates, creates, and experiments. The child learns to understand the self and how one's actions can affect the environment and vice versa. Through play, children learn to express themselves, and to develop symbols and language, judgment, and problem-solving skills (Hartley, 1971). Play with non-disabled peers and siblings is essential for disabled children. It provides the chance to practice language, to imitate, and to gain confidence in newly-learned skills.

4. Finally, play is a valuable medium for PSYCHO-SOCIAL development. During play, opportunities for social interaction enable people to acquire co-operative skills and to form close meaningful relationships with peers. Play is relatively free of external rules and constraints, allowing the person to grapple with independence and to develop self-esteem and confidence. Because there has been a tendency to overprotect disabled persons, many individuals have had difficulty developing emotional and social competencies. During play, opportunities must be available to risk, to discover oneself, and to establish peer relationsips.

How Attitudes Towards Disabled Persons Affect Opportunities for Play

There is an increasing emphasis on understanding how our attitudes towards people who are disabled affect the kind and quality of services and experiences we provide (Wolfensberger, 1972). The following chart illustrates how our attitudes can affect opportunities for play.

Views of the Disabled Person	Nature of Play
a. If disabled people are considered sick or of little value	then few or no opportunities for play may be available; for example, many institutions, hospitals, and pediatric wards provide little or nothing in the way of play and leisure for clients.
b. If the person is viewed as being sick or when the focus is on the disability rather than the person's abilities, there is a tendency to fragment the person.	Play is often replaced by therapy or training that focuses upon one domain, often to the exclusion of others; for example, if a person is physically disabled, training activities emphasize physical development; if a person is mentally retarded, activities which promote intellectual development are selected; and if the person is emotionally disturbed, techniques for modifying behaviour are often used, which can "turn play into work" (Greene and Lepper, 1974).
c. If the person is considered a developing human being with a variety of needs and interests, all aspects of development are seen as being interrelated.	Play is seen more and more as a viable vehicle for development; play allows the "developing human being" to emerge because it permits freedom and the chance to try new things; a focus on intrinsic motivation; choice; risk, and variability; and the opportunity for people to participate at their own levels of development.

A fourth option which may be of value, particularly with people who are more severely disabled or who have low skill levels, is a play/training model (Lord, 1975). This a combination of (b) and (c) in the preceding chart. This option is based on the assumption that some people may require specific training in order to acquire certain skills, and that integrating play with training may be a particularly meaningful way to accomplish this goal. For example, one situation which utilizes this principle is a pre-school experience which serves as both a play group and an infant stimulation program. In such a play/training approach, there need to be a delicate balance between the components of play (i.e., freedom, independence, few adult constraints, risk, and intrinsic motivation) and training (e.g., support, structure, feedback, and development sequences). Successful integration of play and training will enable the child to reap the benefits of play, and at the same time, acquire a variety of necessary skills. There is little reason why most of the upgrading and training experiences currently available for persons who have disabilities cannot be reformed and accomplish their objectives within a play oriented setting.

Supports for Play

There is a feeling amongst many people that play is in some way different for persons with a disability. The emphasis on separate equipment and segregated programs attests to this view. An alternate opinion suggests that the differences which exist are not in the nature of the play, nor in the way people play, but rather in the supports which are needed during play. This means that planning for play and building in the necessary supports may be essential (Morrison and Newcomer, 1975). For example, a physically disabled child may need assistance getting into a sand box, but once there can play easily with the other kids. While most non-disabled children have many natural opportunities to explore the home, play outside, or invite friends in to play, this does not happen easily for the disabled child. Therefore, other examples of supports include: having parents invite neighbourhood children to visit, arranging for a peer to accompany the disabled child to the playground, and providing stimulating experiences and toys. A word of caution is needed regarding the latter support. Equipment and toys are important for novelty and stimulation, but their real value lies in their ability to foster relationships between people, even for infants and toddlers (Mueller and DeStefano, 1973). Children may first select toys, but will eventually choose people (Scholtz and Ellis, 1975). Toys, therefore, act primarily as a mediator for social interaction.

People who view play as being different for disabled persons oftentime consider play as therapy. There are a few instances where play is used in order to reach a very specific goal, rather than to contribute to the person's

development. In some of these situations, it may be justified to refer to play as therapy. For example, play therapy is a technique in psychotherapy whereby children can work through a number of serious fears and anxieties with the support of a trained therapist (Axline, 1976). In another instance, play is used in a hospital setting to help children work out anxieties associated with surgery and prolonged hospitalization (Muleski, 1974; Williams, 1970). Aside from these examples, however, it is highly questionable whether play should be referred to, and thus treated as, therapy. The arguments developed in a previous edition of this journal against recreation as therapy apply equally to this situation (Korn, 1977; Witt, 1977). To the extent that play is "therapeutic" for all people, yes, play can be considered as therapy.

A Word on Integration

What do disabled and non-disabled persons discover about each other through play? Research on integration has shown that there are numerous benefits when disabled and non-disabled persons have opportunities for QUALITY interactions (Birch, 1974; Guralnick, 1976). Non-disabled persons learn by being teachers (Gartner et al., 1971), improve their attitudes by becoming more accepting of individual differences (Lazer et al., Rapier et al., 1972), and learn that a disability need not be a handicap as first presumed (Pollack and Ernst, 1973). Disabled persons have increased modeling (Appolloni et al., 1972) and improved learning and social behaviour (Britton, 1974). The latter may be a result of high expectations from peers and improved imitiation of non-disabled models. There is a substantial improvement in the quality of play as a result of integration (Wylie, 1974). Also, there is some evidence which indicates that integration in school settings increases the likelihood of children having playmates in their own neighbourhoods (Blumber, 1973). Finally, it may be possible that those persons who normally have difficulties functioning with non-disabled persons, can do so in play settings more easily because there are usually fewer rules, constraints, and preconceived expectations.

Two conclusions seem to be justified regarding play and integration. If integration of disabled and non-disabled persons is to be achieved, then play is an important and viable medium for enhancing this objective. The converse is also valid. If we are truly interested in facilitating development through play, then integration of disabled and non-disabled persons provides a conducive situation for learning, imitation and social interaction.

Reprinted from Hutchison, P. (1978). Play disability and development. **Journal of Leisurability**, 5(2), 4-7.

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